RICE HUMANITIES
Center for Languages and Intercultural Communication

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Portuguese 106: Accelerated First Year Portuguese for Spanish Speakers

Fall 2020 **11:00-11:55 PM** **M, W HRZ 212** **F Online**

Instructor: Dr. Aja Roberts
Office: Rayzor 116
Office hours: 12:30-2:30 (M,W) and by appointment
Email: ar123@ric.edu

PREREQUISITE: No previous knowledge of Portuguese is required. Students need to have an advanced level or to be a native speaker of Spanish.

REQUIRED TEXTS AND MATERIALS

Required: Handout designed by your instructor. It will be used for class activities **every class.**

Recommended: Orlene Lúcia S. Carvalho & Marcos Bagno. *Gramática brasileña para hablantes de español*. Parábola Editorial. ISBN: 978-85-7934-057-4

COURSE OBJECTIVES AND LEARNING OUTCOMES

Description: PORT 106 is a 3-hour credit course designed as an accelerated introduction to speaking, listening, reading and writing in Portuguese. This class aims at developing basic interactional competence (sociolinguistic and sociocultural knowledge) as it applies to communicating and interacting with the Portuguese-speaking world. In this class, as well as throughout all levels of Portuguese, students construct and analyze a body of language (corpus), learn a series of linguistic structures of Portuguese and become better acquainted with the social and cultural milieu of Brazilians. This is implemented through a student-centered, critical-thinking approach to language and sociolinguistic analysis.

Objectives: PORT 106 has a twofold objective; acquisition of knowledge as it relates to the development of interactional and communicative competences in Portuguese (vocabulary, grammar, culture, sociolinguistics, reading, writing and conversation practices) as well as the acquisition of skills relating to the development of analytical

competence (e. g. critical thinking, language analysis, communication strategies, metalinguistic and sociocultural awareness).

Outcomes: By the end of PORT 106 students should be able to

- *Communicate* in Portuguese about familiar topics in a variety of settings in an appropriate and informed manner
- *Interact* in Portuguese in order to satisfy personal and habitual needs incorporating conversation strategies and sociolinguistic and sociocultural cues to maintain short conversations
- *Read, understand, analyze linguistically, and capture the main idea* of texts in a variety of social contexts such as menus, schedules, advertisements, personal letters/emails, social media postings, blogs, news pieces and short stories
- *Listen, understand, analyze linguistically, and capture the main idea* of oral texts in Portuguese such as personal messages, commercials, songs, news stories, interviews, film scenes and real conversations.
- *Write* short texts in Portuguese such as emails, reports, summaries, personal messages and stories and descriptions
- *Develop* awareness and think critically about language and language use
- *Develop* awareness and think critically about the dialects of the Portuguese-speaking world and about cultural differences, similarities, and ambiguities in relation to the Portuguese-speaking world

COURSE REQUIREMENTS

Homework: Homework in PORT 106 takes many forms. The most important ones, which are not necessarily "assigned" but should be done on a daily basis, are studying and preparing for class. This is necessary in order to create a good foundation starting on the first day of the semester. Homework will also include:

- Activities will be ***assigned daily and must be completed before the next class meeting or by the deadline indicated in Tarefas***.
- ***Journal entries (Diarios).*** Journal entries will be due at the end of every book chapter. Students may write on any topic they wish, but should be able to connect their writing to a central topic covered during the chapter. Each journal entry should be about **15 complete sentences in length** and will be graded based on completion, credit/no credit.
- Other assignments will include language analysis tasks, exercises from the textbook, language data gathering, activities that include reading, writing and listening comprehension, etc.

Writing: Writing assignments will include description, narration, comparison, etc. They will start as one paragraph in length and will move on to a full page towards the end of the semester as your language ability progresses. Each essay will consist of a first and

second revised version. Only the final version will be graded, but students are required to turn in the first draft by the date specified in the course calendar.

Conversations with native speakers: In order to assess conversational/interactional speaking skills, you will be required to have a minimum of 4 conversations with Portuguese native speakers. Each conversation will have to last at least 10 minutes. The first and the last conversation will be **video recorded**. Along with the recorded interactions, students will submit a **self-assessment sheet** where they indicate successful and unsuccessful moments and a **reflection** where they further expand on how these conversations have helped them develop their interactional abilities. Conversations 2 and 3 do not have to be recorded, but students will be asked to submit a written reflection after each conversation.

For more detailed information, see "Bate-papo guidelines" (Under "Arquivos" > "Regras e critérios de avaliação").

Work with the tutor: This course will require all students to meet weekly for 30m with the tutor. These meetings are mandatory and CANNOT be missed unless it is an excused absence (refer to the university guidelines in regards to list of excused absences). Students will be paired up during week 3. Together you will agree on a common day/time in which the tutor is available. The first meeting of the semester will take place during week 4. During the tutoring hours, specific tasks could be assigned such as, but not limited to, completion of homework, reading, conversation practices and recordings, discussion of specific topics, etc. The work with tutors also provides students with an additional opportunity to go over the course material and activities in order to review them and ask any possible questions they may have.
The grade for this assignment will be considered mostly completion if you go to your weekly session and arrive on time.
Be aware that this is still considered a 3-credit course and meetings with the tutor are not considered contact hours.

Language use in context: To practice the language outside of the classroom, students must attend at least **5 hours** of Portuguese immersion. Immersion opportunities include:

- Virtual Portuguese tables. The Portuguese tables give the students an opportunity to interact with Portuguese native speakers. Day will be defined according to students' availability.
- Cultural events. Cultural events **must be pre-approved by the instructor**.

At the end of the semester students will submit a brief report on the activities attended that will include the type pf activity, number of hours spent in each activity and a one-

paragraph reflection on specific aspects that you learned about the language or the Lusophone world.

Note: If you know in advance that you will not be able to turn something in time because of university-sponsored events or religious holiday, the assignment should be completed and turned in **prior to** the due date or make special arrangements with the instructor **in advance**.

GRADE DISTRIBUTION

Homework – 15%
Writing – 10%
Conversations (Bate-papo) – 10%
Work with the tutor – 10%
Immersion – 5%
Quizzes – 10%
Written Exams – 20%
Oral exams – 20%
Total: 100%

A+	99-100	B+	88-89	C+	78-79	D+	68-69
A	94-98	B	84-87	C	74-77	D	64-67
A-	90-93	B-	80-83	C-	70-73	D-	60-63

An average below 60 constitutes an F

Grades will not be rounded

Final grades: Grades are posted on Canvas throughout the semester. Keep your returned graded materials for your records. Once the semester is over, there is no further assignment or meeting intended to boost or change the grade. Follow you grades and performance during the semester and verify your Canvas before the last week of class.

PARTICIPATION

As college-level students who made a choice to learn a language, you will not be graded with regards to your behavior in class. However, students should be aware that they are expected to come prepared to class in order to engage as an active participant and collaborate to ensure a productive learning environment as described below.

Our **learning environment** is based on the following principles:

- **Collaborative learning:** A supportive and caring environment that fosters a sense of community. We teach and learn from each other.
- **Ownership of Learning:** You reflect on your own learning, class participation, and preparation.
- **Inclusion and cultural appreciation**: If there are topics that are controversial, and/or beyond your comfort zone, you are encouraged to engage with your peers and instructor with the utmost respect. This will enrich your cultural learning experience.

PARTICIPATION STATEMENT

- Students are expected to be actively engaged in the online and physical classroom. In the online classroom, please keep your video camera on and microphone muted. Use the [chat, raise hand, unmute, etc.] when you have questions or would like to participate. Students needing an accommodation for using their camera or microphone should contact the instructor at the beginning of the semester to discuss and work out needed adjustments.
- In this course, students are expected to work in pairs and groups. When necessary, students should use Zoom breakouts, screen-share software, Google docs, portable white boards, etc. if they need to view other students' work. Students should discuss with their colleagues how to contribute to group work.
- Active engagement is an essential component of the learning process. Participation in a dual course includes discussion within online forums and activities during the week in which the class is engaged with the same content. Students are expected to log into the course, monitor course discussions, and engage as appropriate for the course.
- Because this course will be taught in a dual manner, extra attention should be paid to checking email. Please check your email twice daily and respond to emails promptly.

THINGS TO DO

- Be prepared.

- **ONLY** use the target language in class.
- Be an active listener.
- Participate actively in individual, small group, and/or whole class activities and discussions.

THINGS TO AVOID

- Side and off-topic conversations
- Cell phone use or computer use for tasks not associated with class
- Sleeping
- Wearing sunglasses
- Coming to class under the influence of substances or when having any COVID-19 symptoms

ATTENDANCE

Before coming to class, perform a self-evaluation each time and if you feel even the slightest bit of sickness or Covid-19 symptoms, stay home and participate remotely. You should be in class only if you feel completely healthy. Moreover, at any time this semester if you feel unable or unwilling to be present for a F2F meeting, you can opt out of the meeting and participate remotely --- no questions asked, no permission needed, no penalty incurred.

- All students who live four or fewer time zones away are expected to attend every class synchronously via Zoom.
- All students who are living where the time zone is >4 hrs from the central time zone are expected to either attend class synchronously via Zoom or to work out in advance with the instructor a suitable solution for asynchronous attendance.
- **Punctuality** is required and students are expected to arrive to class on time. For a remote class, I recommend arriving within 5 minutes of the start time. This is essential because links/docs posted in the Chat window and are only available to students who are present at the time the links are posted. Constant late arrival to the scheduled virtual meetings and/or early departure will negatively affect your performance. Mainly, out of courtesy, avoid this type of interruption.
- **If you miss class,** it is *your* responsibility to catch up with what was covered that day. Class PowerPoint presentations and/or handouts are uploaded to Canvas for your review. Any important announcement will be posted in Canvas.
- **Make-ups:** Class Calendar will be made available on Canvas on the first day of class. If you know in advance that you will not be able to take an exam you must make arrangements with your instructor **prior** to the missed exam to take it. If you have an unforeseen emergency on the day of the exam, you must contact the instructor BEFORE you miss the scheduled time

for the exam to make other arrangements. Make-ups will **only** be allowed if you contact the instructor ahead of time.

Attendance to class is essential in a language course. All students are allowed **3 unexcused absences**. More than 3 unexcused absences will drop the final grade by one third level (i.e. from A to A-) per missed absence beyond 3. If you miss a class, it is your responsibility to catch up with what was covered in class that day. **Excused absences** are allowed in the case of serious illness, participation in university-sponsored activities, observance of religious holidays, interviews for graduate school, jobs or medical school. Please understand that good communication is essential. **When you miss class, you must email your professor either before missing or the day you return.**

Late work and make-ups: If you know in advance that you will not be able to take a test, you must make arrangements with your instructor prior to the missed test to take it. If you have an unforeseen emergency on the day of the test, you must contact the instructor ASAP or BEFORE you miss the scheduled time for the exam to make other arrangements. Make-ups will only be allowed if you contact the instructor (by e-mail), and your justification is one from the excused absences list.

ONLINE DELIVERY AND HEALTH STATEMENT

I acknowledge the seriousness of the global and national current situation in regards to the COVID-19 pandemic. Because of it, our course will be offered in dual format. I ask for your cooperation and patience while we navigate through the semester and perhaps face unexpected challenges or changes. I will keep you informed and updated about any changes in our course and give you the time and input you need to understand those changes and continue your work with ease.
What you can do:

- Let me know if you're struggling with either technical, academic or personal issues that affect your performance in class.
- Feel free to share suggestions and feedback on in person and online delivery.
- Remember to engage with students attending class through *Zoom.*
- Review online and *Zoom* etiquette available on *Canvas.*
- Follow your progress throughout the semester and reflect on ways to improve.

PPE AND PHYSICAL DISTANCING

- We will be meeting in person two days a week for the foreseeable future. This means that when you are in the classroom, you must properly wear a mask or face covering and to abide by Rice's physical distancing policy.

- The instructor reserves the right to instruct students to leave the classroom if they are engaging in behavior that places faculty and/or students' health at risk. If students do not comply, the instructor may cancel the class meeting and refer the student to Student Judicial Programs and the Dean of Undergraduates or the Dean of Graduate and Postdoctoral Studies.

- Please leave the classroom immediately after class ends. This will help reduce the crowding that occurs between class periods.

- If you have questions at the end of class, please submit them via email or attend office hours. If you email a question, the instructor will try to answer it within 24 hours during weekdays.

ZOOM ETTIQUETTE

- **S**et up your headsets, camera and microphones and to ensure that they are working properly.
- Be sure that your background is appropriate while sharing video, along with how their image is displayed to the rest of the class. Zoom has a 'change background' function and you can add the background you want.
- Keep your video on as much as possible so that everyone can see each other and make interactions as if we do in a physical classroom.
- Raise your hand if you want to speak.
- Mute your microphone unless you are speaking.
- Avoid side conversations that will distract you from the ongoing conversation.

TECHNOLOGY RESOURCES

Students must have a working computer with a video camera, speaker and a microphone, and a working internet connection that allows them to be on video. Students should test their equipment before joining class. Undergraduate students should contact the Dean of Undergraduates if they have concerns about meeting this requirement. Graduate students should contact their department.

If your computer/phone has no webcam/microphone, which are needed to complete some assignments, please let the instructor know as soon as possible and [contact the Dean of Undergraduates if you need to request support via the Access and Opportunity Portal (HTTPS://AOP.RICE.EDU/APPLICATION), contact your academic department if you are a graduate student, request to borrow one from the Digital Media Commons].

PRIVACY AND CONFIDENTIALITY

In line with FERPA REQUIREMENTS, recorded classroom discussions involving students will be available only to students officially registered and enrolled in the class. If you have concerns about appearing on these recordings, please contact the instructor ahead of time.

POLICIES

Honor Code: In this course, all students will be held to the standards of the Rice Honor Code, a code that you pledged to honor when you matriculated at this institution. If you are unfamiliar with the details of this code and how it is administered, you should consult the Honor System Handbook at http://honor.rice.edu/honor-system-handbook/. This handbook outlines the University's expectations for the integrity of your academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process.

All work is bound by the Honor Code unless instructed otherwise. You may consult with your classmates, friends, your professor and/or tutor for projects and homework. You may use a dictionary or textbook in everything except quizzes and exams. All tests and quizzes must be exclusively your own work. You may not copy someone else's work, information on the Internet, or have someone else write your assignments for you. All sources in written work and presentations must be properly acknowledged. You may not submit a writing assignment already submitted in another class for a grade.

Disability support services: If you have a documented disability that may affect academic performance, you should: 1) make sure this documentation is on file with Disability Resource Center (Allen Center, Room 111 / adarice@rice.edu / x5841) to determine the accommodations you need; and 2) meet with me to discuss your accommodation needs.

Title IX Responsible Employee Notification

Rice University cares about your wellbeing and safety. Rice encourages any student who has experienced an incident of harassment, pregnancy discrimination or gender discrimination or relationship, sexual, or other forms interpersonal violence to seek support from The SAFE Office.

At Rice University, unlawful discrimination in any form, including sexual misconduct, is prohibited under Rice Policy on Harassment and Sexual Harassment (Policy 830) and the Student Code of Conduct. As the instructor and a responsible employee, I am **required** by Title IX to disclose all incidents of non-consensual interpersonal behaviors to the Title IX Coordinator on campus. Although responsible employees are required to make this notification, it is the student's choice to pursue a formal complaint. The goal is to make sure that students are aware of the range of options available and have access to the resources when in need. For more information, please visit safe.rice.edu, titleix.rice.edu, or email titleixsupport@rice.edu.

Mental Health[1]

Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with academic performance. The source of symptoms might be related to your course work; if so, please speak with me. However, problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance.

Rice University provides cost-free mental health services through the Wellbeing and Counselling Center (https://wellbeing.rice.edu/rice-counseling-center) to help you manage personal challenges that threaten your personal or academic well-being.

In the event I suspect you need additional support, expect that I will express to you my concerns. It is not my intent to know the details of what might be troubling you, but simply to let you know I am concerned and that help, if needed, is available.

Remember, getting help is a smart and courageous thing to do – for yourself and for your loved ones.

SYLLABUS CHANGE POLICY

This syllabus is only a guide for the course and is subject to change with advanced notice.

1 As recommended by the Wellbeing Committee of the Student Association at Rice University Policies.